

CURRICULUM GUIDE

SUBJECT: Navajo Language

GRADE: 7/8

TIMELINE: 1st Quarter

Standard	Kid Friendly Learning Objectives	Content (subject or topic covered in Journeys/My Perspectives)	DOK Level	Skills (ability, practice, aptitude that will be learned)	Assessment	Academic Vocabulary
<p>Interpersonal Communication (IC) Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Listening (IL) Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.</p> <p>Cultures (CUL) Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.</p> <p>Connections (CON) Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.</p> <p>Communities (COM) Use the target language to participate in the</p>	<p>SWBAT identify familiar words in sentences.</p> <p>SWBAT use proper descriptive words.</p> <p>SWBAT illustrate familiar objects.</p> <p>SWBAT identify and use question maker terms.</p> <p>SWBAT use proper usage of pronouns.</p> <p>SWBAT use proper handling verbs.</p> <p>SWBAT respond to open ended questions, simple phrases and or a complete sentence.</p> <p>SWBAT interpret oral stories.</p> <p>SWBAT explain and negotiate oral stories.</p> <p>SWBAT interpret clan groups and characteristics.</p> <p>SWBAT engage in discussions on clans.</p> <p>SWBAT express and use kinship terms with peers.</p>	<p>Oral communication</p> <p>-Identify familiar objects</p> <p>-Describe familiar objects</p> <p>-Illustrate familiar objects</p> <p>-Recite poems</p> <p>-Demonstrate singing a song</p> <p>-Demonstrate a dance</p> <p>Responses</p> <p>-Open ended responses</p> <p>-Simple phrase responses</p> <p>-Complete sentence responses</p> <p>-Rephrase stories</p> <p>Clanship</p> <p>-Explain/negotiate significance of the story (Changing Woman)</p> <p>-Demonstrate peer kinship relations</p> <p>-Reflect on oral clan group stories</p> <p>-Create own clan story</p> <p>-Illustrate on clan story</p> <p>-</p>	DOK 2-3	<ul style="list-style-type: none"> • Oral respond with simple words or phrases • Use of proper courtesy words/phrases • Identify familiar objects home/school • Identify and use question maker terms • Use of proper pronouns • Use of proper handling verbs • Explain the significance of using and knowing their clans • Identify clan groups and characteristics • Interview elder relatives to investigate their clans • Two people dialogue on familiar topics. 	<p>Informative: Recite words/poems Progress monitoring Summative:</p> <ul style="list-style-type: none"> • Individual Oral • Presentation • Project • Self/peer evaluation <p>Formative:</p> <ul style="list-style-type: none"> • Exit Ticket • Quiz • Demonstration • Reflection of work • Games 	<p>Engage, Interpret Negotiate, Investigate, Explain, Reflect, React Practice, Respond Creative, Interview, Express, Presentation, Demonstrate.</p>

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community and in the globalized world, for enjoyment, enrichment, and advancement.	SWBAT interview elder relatives on primary clans. SWBAT create an original clan story. SWBAT illustrate clan story.					
Interpersonal Communication (IC) Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions. Interpretive Listening (IL) Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics. Interpretive Reading (IR) Understand, interpret, and analyze what is read or viewed on a variety of topics. Presentational Speaking (PS) Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of	SWBAT understand simple conversations and respond with a word or simple phrases. SWBAT interpret with simple phrases to a text. SWBAT give a series of direction to peers. SWBAT converse in a scripted dialogue on a familiar topic. SWBAT practice cultural teachings (Dine Values). SWBAT explain the significances of the sacred mountains. SWBAT explain the significances of the Dine calendar. SWBAT interpret telling	Cultural stories -Mother Earth & Father Sky -Dine Calendar -Seasons & Directions -Traditional Foods Kinship -Dine Values -Sacred Mountains -Basket story	DOK 2-3	<ul style="list-style-type: none"> • Oral respond with simple phrases • Use of proper courtesy words/phrases • Give series of directions to peers • Converse in a scripted dialogue • Practice cultural teachings to develop class rules • Explain the significance of the sacred mountains and teachings • Analyze and compare the Dine Calendar with the Western Calendar • Compare past and present of determining time • Determining telling time • Define and explain the 	Informative: Recite words/poems Progress monitoring Summative: <ul style="list-style-type: none"> • Individual Oral • Presentation • Project • Self/peer evaluation • Create a mini book Formative: <ul style="list-style-type: none"> • Exit Ticket • Quiz • Demonstration • Reflection of work • Participate in Games • 	Interpret, Respond Define, Analyze, Explain, Persuade, Narrate Investigate Reflect, Evaluate, Develop, Create Compare, Participate

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<p>topics using appropriate media and adapting to various audiences of listeners or viewers.</p> <p>Cultures (CUL) Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.</p> <p>Connections (CON) Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.</p> <p>Comparisons (COMP) Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.</p> <p>Communities (COM) Use the target language to participate in the</p>	<p>time</p> <p>SWBAT explain the concept of the Navajo basket</p> <p>SWBAT interpret Dine Philosophy with an example.</p> <p>SWBAT explain Dine philosophy with illustrations.</p> <p>SWBAT illustrate and explain samples of the Dine Philosophy.</p> <p>SWBAT present a presentation on Dine Values</p> <p>SWBAT sing a song/recite a poem that is seasonally appropriate.</p> <p>SWBAT maintain and participate in dances and songs that are appropriate.</p> <p>SWBAT identify and explain the four traditional foods.</p> <p>SWBAT interpret</p>			<p>Dine philosophy of learning</p> <ul style="list-style-type: none"> • Explain/interpret the Navajo basket concept • Identify and explain Dine teachings • Illustrate Dine philosophy & Dine Values • Recite appropriate poems • Sing seasonally/appropriate songs • Demonstrate a appropriate dances. • Create a five slide presentation on Dine Values • Illustrate a poster on Dine Values 		

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community and in the globalized world, for enjoyment, enrichment, and advancement.	traditional stories on animals and food. SWBAT create a video on preparing a food recipe.					